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ABSTRACT

The purpose of this module cluster is to enable students to a) identify the areas that the language arts focus on in the elementary school; b) analyze and synthesize expressive and receptive skills as they relate to the language arts program; c) demonstrate a knowledge of and skill in the use of a variety of techniques and materials for teaching the language arts; d) relate the application of mastery of the language arts to school success, personal development, and social living; and e) recognize children with communicative disorders, provide some remedial activities, and use referral procedures for severe cases. This module cluster contains five modules, each of which is related to an aspect of the objectives of the cluster. (Author/DDO)

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Module Cluster: Teaching Language Arts in the Elementary School.

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SP 007 920

Instructions for Using A Glassboro State College Modular Cluster

A Glassboro State College Modular Cluster aims at arranging a learning experience in a very specific way. The goal of the cluster is to facilitate successful, self-paced learning for as many students as possible.

1. Glassboro State College modular clusters are intended to be used by teacher education students with the co-operation of an instructor. The instructor will give a brief explanation about the particular modular cluster. This should include the rationale for the cluster as well as general arrangement for completing the module.

2. After the meeting with the instructor, the student can begin work on the modular cluster. Within a cluster the modules are written sequentially so that each module should be completed in order.

3. When a student begins to study a module, he or she should read over the pre-assessment procedures. A number of alternatives are then available. For example the student may decide after reading the pre-assessment procedures that he or she is competent in that skill area. He or she may then complete the entire pre-assessment test and discuss the result with the instructor. The instructor will then be able to verify the student's competence.

4. A second choice would be possible, if the student feels unsure of the material as presented in the pre-assessment, he or she would then skip the pre-assessment and complete the whole module step by step, including the post-assessment procedures.

5. The instructor will consult with the student after he or she has finished the post-assessment. At this point if the student and instructor feel the competency involved has been demonstrated, the student will move to the next module in the cluster. If the post-assessment reveals some deficiency, remediation will be assigned and another form of post-assessment will then be used.

NOTE

Each module in this module cluster represents a first attempt, a first effort to be modified and improved as feedback from students becomes available. A module is never a finished product but rather a dynamic, open system capable of regeneration.

TLA-004.00 (GSC) General Background Informational Activities.

General Objectives of Module Cluster

The purpose of this module cluster is to enable students to; (1) identify the areas the language arts focus on in the elementary school, (2) be able to analyze and synthesize the expressive and receptive skills as they relate to the language arts program, (3) demonstrate a knowledge of and skill in the use of a variety of techniques and materials for teaching the language arts, (4) be able to relate the application of mastery of the language arts with school success, personal development, and social living, and (5) recognize children with communicative disorders, provide some remedial activities, and use referral procedures for severe cases.

The modules included in this cluster are based upon a criterion level of 75 percent accuracy.

Prerequisites to the Module Cluster

This module cluster does not require students to have any prerequisite competencies other than those which typically would be considered as program entrance requirements.

Modules Within the Module Cluster

This module cluster contains five modules each of which is related to an aspect of the objectives of the cluster; the modules are as follows:

TLA-004.01 (GSC): Identifying the Language Arts.
TLA-004.02 (GSC): Analyzing the Language Skills.
TLA-004.03 (GSC): Using Techniques and Materials for Teaching the Language Arts.
TLA-004.04 (GSC): Relating the Language Arts to "Success."
TLA-004.05 (GSC): Identifying Communicative Disorders, Providing Remediation and Referral.

TLA-004.01 (GSC) Identifying the Language Arts.

Objective

The student will be able to identify areas the language arts focus on in the elementary school program.

Prerequisite

None

Pre-Assessment

Pre-assessment procedure consists of faculty advisor, student and team leader discussions to determine what the student knows about the language arts in the elementary school.

Instructional Activities

1. Read Chapter One in Language Skills in Elementary Education by Paul S. Anderson.

2. Review A Student-Centered Language Arts Curriculum, Grades K-6 by James Moffet.

3. View and listen to sound filmstrip set "Teaching Language Skills" from Bailey Films, Los Angeles, California.

4. Hold conference with faculty advisor and/or team leader in the language arts program in the elementary school.

5. Design own instructional activities.

Post-Assessment

The student will describe in writing the areas the language arts focus on in the elementary school program.

Remediation

No predetermined remediation activities have been designed. These would be decided upon by the student and his faculty advisor and/or team leader.

TLA-004.02 (.KSC) Analyzing the Language Skills.

Objective

Provided with adequate background the student will be able to analyze and synthesize the expressive (speaking and writing) and receptive (listening and reading) skills as they relate to the language arts in the elementary school program.

Prerequisite

None

Pre-Assessment

Pre-assessment procedure is relatively informal and consists of a student interview with his faculty advisor and/or team leader who will assess the students' level of competence relevant to the objective.

Instructional Activities

1. Read Chapters 2, 3, 4, 5 and 6 in Language Skills in Elementary Education by Paul S. Anderson.

2. Read Chapter Two in Creative Teaching of the Language Arts in the Elementary School by James A. Smith.

3. Review Part II in Language Arts for Today's Children by National Council of Teachers of English.

4. Observe live lessons in an elementary school and record observations on how the language skills are used and how they are interrelated.

5. Design own instructional activities.

Post-Assessment

Post-assessment procedure consists of a dialogue between the student, his faculty advisor and/or team leader during which they discuss the student's readings and classroom observations as they pertain to the objective.

Remediation

Remediation activities would include those activities designed by the student and his faculty advisor and/or team leader.

TLA-004.03 (GSC) Using Techniques and Materials for Teaching the Language Arts.

Objective

The student will demonstrate a knowledge of and skill in the use of a variety of techniques and materials for the teaching-learning process as they apply to the language arts.

Prerequisite

The student should have engaged in some classroom observations involved with teaching the language arts, real or simulated.

Pre-Assessment

Pre-assessment procedure consists of an interview of the student by his faculty advisor and/or team leader to determine the students' competencies related to the objective.

Instructional Activities

1. Read Chapters 4 and 5 in Methods That Teach by Blanche McDonald and Leslie Nelson.

2. Read Chapters 4 and 5 in Selected Curriculum Activities for All Grades by Mildred Blackman et al.

3. Review Chapter six and read Chapters 7, 8 and 9 in Language Skills in Elementary Education by Paul S. Anderson.

4. Read Chapters 4, 5, 6 and 7 in Creative Teaching of the Language Arts in the Elementary School by James A. Smith.

5. Read Chapters 7, 8, 13, 14, 15 and 16 in The Language Arts in the Elementary School by Ruth C. Strickland.

6. Read Teaching Composition by Alvina T. Burrows (paperback).

7. Read Children and Oral Language by The Association for Childhood Education International (paperback).

8. Review Chapters 3, 4, 6, 8, 9 and 10 in The Language Arts in Childhood Education by Paul C. Burns and Alberta L. Lowe.

9. Listen to tape series "We Listen and Learn" by Valiant I.M.C., Hackensack, New Jersey.

10. Listen to cassette tape series "Communication Skills" by International Teaching Tapes, Inc., Lakeland, Florida.

11. Listen to tape series "Sentence Sense," "Spelling," "Study Skills," and "Library Skills" by Tapes Unlimited Division, Detroit, Michigan.

12. View and listen to sound filmstrip series "Focus on Language" by Eye Gate Instructional Materials, Inc., Jamaica, New York.

13. Listen to record series "Creative Writing" by Scholastic Audio-Visual Materials, Englewood Cliffs, New Jersey.

14. Examine Language Arts Kits A and B available in Glassboro State College Curriculum Laboratory.

15. Observe live lessons or videotaped lessons in an elementary school and record techniques and materials used during the lessons, followed by a discussion of the observations involving the student, his faculty advisor and/or team leader.

16. Design own instructional activities.

Post-Assessment

Post-assessment procedures consist of; (1) writing lesson plans and teaching lessons in the language arts before his faculty advisor and/or team leader; (2) writing lesson plans and teaching lessons in the language arts with various classes of elementary school children with the students' faculty advisor and/or team leader present, and (3) videotapes of the above lessons for the student's self-evaluation.

The above activities are followed by discussions and evaluations of the techniques and the materials used in the lessons by the student with his faculty advisor and/or team leader.

Remediation

The student would engage in such remediation activities as deemed appropriate by himself and his faculty advisor and/or team leader.

TLA-004.04 (GSC) Relating the Language Arts to "Success"

Objective

The student will be able to relate the application of mastery of the language arts with school success, personal development and social living.

Prerequisite

None

Pre-Assessment

The pre-assessment procedure consists of the student describing in writing how mastery of the language arts is applicable to school success, personal development and social living.

Instructional Activities

1. Read Part III in Language Arts for Today's Children by National Council of Teachers of English.

2. Read Chapters 3, 4, 5 and 6 in Language and Thinking in the Elementary School by E. Brooks Smith et al.

3. Review Chapters 2 and 9 in Language Skills in Elementary Education by Paul S. Anderson.

4. Review Chapter 2 in Creative Teaching of the Language Arts in the Elementary School by James A. Smith.

5. View and listen to the transparency series and records "Language Development" from Demco Instructional Materials, Madison, Wisconsin.

6. View and listen to filmstrip series and records "English as a Second Language" from Demco Instructional Materials, Madison, Wisconsin.

7. Listen to record and tape series "Developing Language Arts Skills" from Demco Instructional Materials, Madison, Wisconsin.

8. Observe live lessons in an elementary school and record observations on how mastery of the language arts is applicable to school success, personal development and social living; follow-up by conferences with the teachers.

9. Design own instructional activities.

Post-Assessment

Post-assessment procedures would parallel those of the pre-assessment.

Remediation

Students who do not achieve mastery according to the post-assessment will meet with their faculty advisor and/or team leader to plan ways of achieving the objective.

TLA-004.05 (GSC) Identifying Communicative Disorders, Providing Remediation and Referral.

Objective

The student will demonstrate an ability to recognize children with communicative disorders, to provide some remedial activities, and to use referral procedures for severe cases.

Prerequisite

None

Pre-Assessment

An interview of the student by his faculty advisor and/or team leader will be used as an assessment of competence relevant to the objective.

Instructional Activities

1. Review all or any of the materials made available in the previous four modules.

2. Attend a seminar designed to orient the student to the objectives, requirements, and activities of the module.

3. Observe live lessons involving children with communicative disorders and record the general characteristics of the children and the teaching techniques; follow-up with a discussion session with the teacher-specialist to reinforce observations.

4. Hold conferences with a learning disabilities specialist to clarify problems relevant to the objective.

5. Design own instructional activities.

Post-Assessment

The student will identify in writing children's communicative disorders, describe some remedial activities for these children, as well as the proper referral procedures; the quality of his work will be assessed by the faculty advisor and/or team leader.

Remediation

Remediation activities would include; (1) another review fo all or any of the instructional activities in the previous four modules, (2) additional class observations involving children with communicative disorders, (3) more conferences with a learning disabilities specialist, and (4) such measures as deemed appropriate by the student and his faculty advisor and/or team leader.